2013 Eligibility Guide
Changes Insert

Page Number	Category	Change	Reason
93	*Emotional Disturbance*	*Changed the ARSD from school, home, ~~and~~ or community*	
96	*Emotional Disturbance*	**9. If through the reevaluation process the student no longer met prong 1 does that mean the student no longer qualifies?** *No, Scores from the original evaluation would be pulled forward on the prior notice/consent along with new behavior scores given. A good skill based assessment to support continued eligibility through prong #2 must be gathered. The team also needs to address why the current scores are no longer clinically significant only elevated. For example, if the student is in a highly structured environment the student's behavior may be managed and therefore the behavior scores would appear to be only elevated and not significant. This may result in the team implementing the "override" provision.*	Clarification of students receiving services and re-evaluation
104	Hearing Impaired	Trying to find a good question	
117	Specific Learning Disability	Updated Eligibility Documentation for SLD	
149	Language Disorder	**9. Are 2 standardized evaluations needed when conducting a language evaluation?** When the district is only considering eligibility under the 550 category the only area of concern is language, one standardized language evaluation and a good skill based assessment must be administered. The language evaluation administered must meet the reliability of .80 or higher.	Added number 9 to clarification on evaluations for language.

156	Other Health Impaired	**10. If through the reevaluation process the student no longer met prong 1 does that mean the student no longer qualifies?** No, Scores and diagnosis from the original evaluation would be pulled forward on the prior notice/consent along with new behavior scores given. A good skill based assessment to support continued eligibility through prong #2 must be gathered. The team also needs to address why the current scores are no longer clinically significant only elevated. For example, if the student is in a highly structured environment the student's behavior may be managed and therefore the behavior scores would appear to be only elevated and not significant. This may result in the team implementing the "override" provision.	Added number 10 to clarify related to reevaluations
168	Developmental Delayed	Removed ARSD Language	Language was required for all disability categories
169-171	Developmental Delayed	Merged several eligibility questions in another document into the guide	Eligibility questions were located in the BDI-2

180-181	Prolonged Assistance	Deleted question 2 and added question 2 – 5	Clarify prolonged assistance responsibilities
		2. Which regulations and procedures does the district follow for evaluating and serving Prolonged Assistance children? *Prolonged Assistance children will follow Birth to 3 regulations and procedures. The children are identified on Birth to 3 child count. The Prolonged Assistance category is under Part B regulations as these children may require specialized services well into school aged. This gives districts opportunity to work and become familiar with the child and families earlier than school aged.* **3. Who is responsible for paying for the evaluation of children who are suspected of being in need of prolonged assistance?** *School district requirements related to child find and evaluation are included in each local school district's comprehensive plan and SD Part B Administrative Rule 24:05:22:01. A school district is required to evaluate any child, age 0-21 that it suspects may be eligible as a "child with disabilities".* **4. Who is responsible for serving children in need of prolonged assistance?** *School districts are responsible to provide year round services for children qualifying as in need of prolonged assistance. All children ages birth through two, eligible under Part C or Part B (in need of prolonged assistance), receive all rights and services under the Birth to Three /Part C Program.* **5. Who do we contact if we have questions about prolonged assistance?** *Birth to Three Program will assist your district in understanding the prolonged assistance process. Contact them at 605-773-3678.*	

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Specific Learning Disabilities 2013 Changes

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Developmental Delayed 2013 Changes

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1. **The category of developmental delay is specifically for use with children who are ages 3, 4, and 5 who are in need of special education or special education and related services. Upon turning age 6, does the child have to be automatically reevaluated to determine which category he may not be eligible under?**

Upon turning age 6, in order to receive special education services, the child must meet the criteria for eligibility in a category other than Developmental Delay as outlined in administrative rules. It is the responsibility of the team to determine if they have current, appropriate evaluation information with which to make this determination. For some children, this may mean they will need to be reevaluated. For other children who have a current comprehensive assessment, reevaluation may not be necessary. The IEP team is responsible for ensuring that the child has been appropriately evaluated.

2. **Please explain the two different standard deviation measures given in ARSD §24:05:24:01.09 Developmental Delay defined.**

A student can meet the criteria for developmental delay two ways. First, a student can be functioning at a developmental level of 2 or more standard deviations below the mean (usually a score of 70 or below on a standardized measure) in any one area of development (cognitive, physical, communication, social and emotional or adaptive behavior). The second way a student could meet the criteria is by functioning at a developmental level of 1.5 standard deviations (usually a score of 78 or below on standardized tests) in any two areas of development (cognitive, physical, communication, social and emotional or adaptive behavior).

3. **Is developmental delay the only disability category that can be used with students who are 3 through 5 years old?**

No, a student who meets the criteria of any of the categories listed in administrative rule and who is determined to be in need of special education or special education and related services should be identified by that category.

4. **What assessment(s) are required when determining eligibility for children ages 3-5 for special education services?**

a. Two standardized tests must be given. The second standardized test should be in one of the areas considered to be an area of concern during the referral process. In addition, skill based assessment must be conducted in each eligible skill area. Language evaluations are the exception, only requires 1 standardized assessment & a skill-based assessment.

b. When determining evaluations needed for 3-5 year olds, the team must consider all categories of suspected disability such as, (cognitive, autism etc.), not just developmental delay.

c. If other categories of disability are considered for evaluation during the informal review, the specific evaluation areas required for those disability categories must be listed on the prior notice/consent form. For example, if the team is considering the categories of Speech/Language (550) and developmental delay (570) the areas of evaluation listed on the prior notice /consent would be as follows:
--Developmental (cognitive, adaptive, motor, communication, personal/social
--Language
If the team is considering the categories of Developmental Delay (570) and Cognitive (510), the areas of evaluation listed on the prior notice/consent would be as follows:
--Developmental Delay (cognitive, adaptive, motor, communication, personal/ social
--Ability
--Achievement
--Adaptive Behavior

5.   Can the sub-domain scores from the BDI-2 be used to determine eligibility?

Typically, when determining eligibility under the category of developmental delay, the team uses the total domain score in any of the five developmental areas (cognitive development, physical development, communication development, social or emotional development, and adaptive development). However, there may be instances when the team may use the sub-domain scores in the areas of receptive, expressive, fine and gross motor scores individually, if the reliability is .80 or higher (refer to the BDI2 reliability table below). This evaluation could also meet the requirement as the second standardized test given.

6. If the Developmental test results do not support eligibility, can the IEP team use the scores from the second standardized test for determining eligibility under the Developmental Delay category?

The IEP team must consider the primary disabling condition when making its decision. The IEP team may use the other scores to support eligibility under the developmental delay category; however, this would be an exception rather than the rule.

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